



Georgia Adult Education



## **ENGLISH AS A SECOND LANGUAGE (ESL) CONTENT STANDARDS**

*Listening & Speaking*

*Reading*

*Writing*

# ENGLISH AS A SECOND LANGUAGE ESL I

## Beginning Literacy

### STANDARDS

The learner will be able to . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Comprehend simple statements and questions
- C. Write simple sentences on familiar and personally relevant topics using vocabulary

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Comprehend and respond to simple statements and questions.	A.1.1 Respond to and use common social greetings and simple repetitive phrases.	A.1.1 Comprehend and respond to words and phrases on topics of personal relevance when spoken slowly with some rephrasing, repetitions, and contextual clues.	<b>Family Literacy</b> A.1.1 The learner responds to simple questions from words and phrases repeated to him/her (e.g. What is your name? How are you? Where do you live?).
	A.1.2 Communicate basic immediate personal and survival needs using limited vocabulary.	A.1.2 Communicate basic immediate personal and survival needs using accurate and somewhat varied vocabulary.	A.1.2 The learner asks for water and something to eat from words learned on basic needs.
	A.1.3 Identify familiar objects, people and events.	A.1.3 Identify by naming family members, body parts, clothing, foods, and common occupations.	A.1.3 The learner plays a game of Bingo interchanging words and pictures for different categories.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>The learner will be able to . . .</b>			

A.2 Understand general ideas related to common personal and social matters.	A.2.1 Comprehend words, phrases, and short sentences in conversations on topics of personal relevance (e.g. social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions and contextual clues.	A.2.1 Participate in social interactions using appropriate greetings, courtesies, leave-taking, and introductions; provide basic personal information using simple phrases and sentences.	<b>Family Literacy</b> A.2.1 The learner role-plays familiar greetings/leave-taking in common settings, such as school, store, workplace, etc.
	A.2.2 Comprehend and follow simple instructions for classroom activities using gestures and clear contextual clues.	A.2.2 Communicate/interpret information about personal needs and imperatives in the classroom.	<b>Basic Literacy Skills</b> A.2.2 The learner responds to directives given by the teacher.
A.3 Comprehend short words and phrases.	A.3.1 Repeat simple conversation with expressive phrasing and intonation.	A.3.1 Listen to conversations and identify key details.	A.3.1 The learner identifies appropriate pictures corresponding to conversation.

## READING

<b>The learner will be able to . . .</b>			
B.1 Employ elements of phonemic awareness and phonics.	B.1.1 Recognize English phonemes, including long / short vowels and initial / final consonants.	B.1.1 Produce English phonemes that correspond to what the learner has heard and recognized.	<b>Basic Literacy</b> B.1.1 The learner pronounces words stressing vowel- and consonant – sounds.
	B.1.2 Learn the concept of word families (words with same vowel and final consonant sound).	B.1.2 Identify and orally produce groups of words within the same word family.	B.1.2 The learner identifies and says other words that contain the same English phonemes found in the list of words given by the instructor.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
B.1 Employ elements of phonemic awareness and phonics.	B.1.3 Identify the initial and final sounds (not letters) of a spoken word.	B.1.3 Move sequentially from sound to sound, isolating the individual phonemes.	<b>Basic Literacy</b> B.1.3 The learner identifies and writes words that contain the same initial and final sounds.
B.2 Recognize letters (upper and lower case) and numbers in print.	B.2.1 Recognize and name numbers (up to 20) and the English alphabet in print.	B.2.1 Recognize and name numbers (up to 100) and identify upper and lower case letters in print.	B.2.1 The learner says and matches numbers from 1 – 100. B.2.1 The learner identifies upper and lower case letters in words given orally and in writing.
B.3 Recognize directionality of text.	B.3.1 Recognize directionality of English reading such as tracking words from left to right, top to bottom and return sweep.	B.3.1 Understand the sequence of events in a written text.	B.3.1 The learner arranges a series of pictures in sequence to demonstrate understanding of the sequence of events in stories read to him or her.
	B.3.2 Comprehend and follow basic directions (one-to-two steps) accompanied by illustrations.	B.3.2 Comprehend and follow basic directions that are accompanied by illustrations.	B.3.2. The learner explains sequential steps in the preparation of a sandwich after examining a picture of the assembly process.
B.4 Recognize basic sight words and rhyming words.	B.4.1 Recognize simple vocabulary and short phrases used in basic conversation.	B.4.1 Read key vocabulary, phrases and simple sentences used in conversations and social interactions.	B.4.1 The learner reads words, phrases and sentences of greeting (e.g. Hello, How are you, What is your name?).
	B.4.2 Recognize familiar words in text related to personal information and simple everyday needs.	B.4.2 Read and identify vocabulary that communicates personal and survival needs.	<b>Family Literacy</b> B.4.2 The learner answers simple questions using vocabulary that communicates basic survival needs (e.g. What items do you need when eating? - I need a plate, fork and spoon.)

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>The learner will be able to . . .</b>			
B.5 Recognize word/sentence boundaries.	B.5.1 Recognize capitalization and all ending punctuation.	B.5.1 Recognize internal punctuation (commas, quotations, apostrophes).	<b>Basic Literacy</b> B.5.1 The learner provides ending punctuation to sentences read by the teacher.
B.6 Recognize common signs and symbols.	B.6.1 Recognize and identify common signs and symbols in the community.	B.6.1 Read and understand the meaning of simplified maps, diagrams, and common traffic signs and symbols.	<b>Family Literacy</b> B.6.1 The learner tells the meaning of common traffic signs and symbols found in the state driver's test.
B.7 Comprehend basic directions.	B.7.1 Comprehend simple one- to two-step written directions accompanied by illustrations.	B.7.1 Follow simple directions on labels, signs, and other written materials.	B.7.1 The learner tells the meaning of common labels and signs indicating directions/cautions (e.g. Exit, Danger).
<b>WRITING</b>			
<b>The learner will be able to . . .</b>			
C.1 Copy letters, words and sentences in different contexts.	C.1.1 Copy uppercase letters of the alphabet.	C.1.1 Copy upper and lowercase letters of the alphabet legibly.	<b>Basic Literacy Skills</b> C.1.1 The learner copies letters from handout presented by teacher.
	C.1.2 Copy numbers up to 20.	C.1.2 Copy numerals up to 100.	C.1.2 The learner copies numbers from handout presented by teacher.
	C.1.3 Copy simple printed words.	C.1.3 Write short sentences by copying words into given sentence patterns, including punctuation and capitalization.	C.1.3 The learner copies short sentences from sample provided by teacher, including punctuation and capitalization.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
C.1 Copy letters, words and sentences in different contexts.	C.1.4 Fill out short forms with essential personal information.	C.1.4 Fill out more complex forms with additional personal information.	C.1.4 The learner fills out personal information on a sample form presented by the teacher.
	C.1.5 Apply letter-sound relationships to write simple words.	C.1.5 Apply letter-sound relationships to write simple dictated words.	C.1.5 The learner fills in words on a puzzle as the teacher dictates.

# ENGLISH AS A SECOND LANGUAGE (ESL) II

## Low Beginning

### STANDARDS

The learner will be able to . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Comprehend simple statements and questions.
- C. Write simple sentences on familiar and personally relevant topics using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding level.

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Give detailed information about self and others.	A.1.1 Comprehend expressions used to request personal details, participate in classroom activities and ask for/grant permission when spoken slowly.	A.1.1 Produce short predictable discourse on familiar matters including dates, routines, objects and people; likes, dislikes, wants and feelings when spoken slowly with some rephrasing, repetitions and contextual cues.	<b>Basic Literacy</b> A.1.1 The learner listens as the teacher read statements based on learners' personal information and marks true or false for each one.
A.2 Comprehend, follow, and respond to various simple directions.	A.2.1 Comprehend and follow two- to three-step directions accompanied by contextual clues and gestures.	A.2.1 Comprehend and follow three- to four-step directions.	<b>Basic Literacy</b> A.2.1 The learner circles pictures of a tasks described by the teacher or another learner.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

	A.2.2 Respond to and ask simple questions about familiar objects (e.g. the size, color, shape, etc.).	A.2.2 Respond to and ask simple questions about familiar objects using descriptive vocabulary (e.g. the size, color, shape etc.).	A.2.2 The learner describes daily routines (e.g. I get up at 8:00 and I take a shower. I get dressed. I drink a cup of coffee and go to work.).
A.3 Express feelings.	A.3.1 Participate in basic social conversations exchanging personal information and experiences.	A.3.1 Participate in social conversations exchanging detailed personal information (e.g. likes/dislikes, feelings) using varied vocabulary.	A.3.1 The learner simulates a telephone conversation with a class member.
	A.3.2 Give and receive simple compliments and show gratitude in familiar settings.	A.3.2 Give and receive compliments, show gratitude, and express apologies in familiar settings.	A.3.2 The learner gives a compliment to another class member.

<b>READING</b>			
<i>The learner will be able to . . .</i>			
B.1 Transition from phonemes to words and sentences.	B.1.1 Recognize new words when a specified phoneme is added, changed or removed (e.g., "pat" to "rat", "man" to "an").	B.1.1 Read a one-syllable word when a specified phoneme, including a consonant blend is added, changed or removed.	<b>Family Literacy Skills</b> B.1.1 The learner lists things seen in a room at home and adds one or more descriptive words.
	B.1.2 Segment one-syllable words into individual phonemes.	B.1.2 Segment multi-syllable words and count the number of sounds in words.	B.1.2 The learner reads the list (B.1.1) and identifies the number of syllables in the words.
B.2 Read cursive text.	B.2.1 Recognize letters written in cursive.	B.2.1 Read familiar and relevant words written in cursive.	<b>Basic Literacy</b> B.2.1 The learner matches letters and words and an exercise identifying missing letters.



<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

B.3 Identify how punctuation is used to express idea/feeling of a text.	B.3.1 Recognize different punctuation used to express the idea/feeling of a text.	B.3.1 Use different punctuation to express the idea/feeling of a text.	B.3.1 The learner writes sentences and identifies or adds necessary ending punctuation.
B.4 Read and understand contractions, abbreviations and possessives.	B.4.1 Recognize contractions, abbreviations and possessives.	B.4.1 Apply correct usage of contractions, abbreviations and possessives	B.4.1 The learner identifies by circling or underlining contractions, abbreviations and possessives in a story read with the teacher.
B.5 Read simple sentences.	B.5.1 Read simple sentences about self and others.	B.5.1 Read descriptive sentences about self and others.	B.5.1 The learner reads sentence describing class members and identifies the classmate.
B.6 Identify vocabulary used when giving specific information.	B.6.1 Recognize ordinary and limited vocabulary used to provide information about self and others (likes/dislikes, wants and feelings).	B.6.1 Read purposeful and varied vocabulary used to provide specific information about self and others (likes/ dislikes, wants and feelings).	B.6.1 The learner reads a list of vocabulary words identifies those that describe wants and feelings.
	B.6.2 Recognize limited vocabulary used to issue cautions and warnings.	B.6.2 Read simple sentences and answer questions providing details about a family member and self (e.g. I weigh ____ lbs.; My sister has ____ eyes and ____ hair).	<b>Family Literacy</b> B.6.2 The learner reads and answers simple questions requesting basic personal information.
	B.6.3 Identify vocabulary used when giving specific information about self and others.	B.6.3 Recognize classroom vocabulary.	B.6.3 The learner reads and discusses a story.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

<b>WRITING</b>			
<i>The learner will be able to . . .</i>			
C.1 Write basic information and simple sentences or phrases.	C.1.1 Create simple sentences with guidance.	C.1.1 Write simple phrases and sentences, three to five words long, on familiar topics (e.g., describing people, places, and routines).	<b>Basic Literacy</b> C.1.1 The learner writes simple phrases and sentences to describe a picture.
	C.1.2 Write sentences to convey a personal message with guidance.	C.1.2 Write one- to- two sentences long personal notes with proper greeting and signature, and addresses an envelope.	C.1.2 The learner writes the teacher a note explaining an absence.
	C.1.3 Write down basic information for a phone message (phone number and name).	C.1.3 Take more detailed phone messages (name, phone number, time of call, and possible reason for call).	<b>Workplace Literacy</b> C.1.3 The learner role-plays taking a telephone message on a "While You Were Out "form.
	C.1.4 Fill out simple forms with basic personal information (up to 10 items).	C.1.4 Fill out simple applications with more detailed personal information (up to 15 items).	C.1.4 The learner completes the personal data section on a form (e.g. job application, school registration).
	C.1.5 Write numerals and numbers (up to the hundreds) with guidance.	C.1.5 Write numbers from 1 to 1000 independently.	C.1.5 The learner practices writing checks for specific items that ranges in price from \$1.00 up to \$1,500.
	C.1.6 Demonstrate limited knowledge of spelling and punctuation rules related to the grammar and mechanics of this level.	C.1.6 Demonstrate basic usage of spelling and punctuation rules related to the grammar and mechanics.	C.1.6 The learner reads sentences and identifies correct use of capitalization, punctuation and spelling.

# ENGLISH AS A SECOND LANGUAGE (ESL) III

## High Beginning

### STANDARDS

The learner will be able to . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Comprehend the content of different genres of short text.
- C. Express basic personal needs and compose passages on familiar, personally relevant topics, using vocabulary related to the functions, supporting grammar and mechanics for this and the preceding levels.

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Describe emotions.	A.1.1 Make excuses, apologizes and invitations in the simple present.	A.1.1 Describe obligations, complaints, make excuses, apologizes and extend invitations using varied vocabulary and appropriate intonation.	<b>Family Literacy</b> A.1.1 The learner role-plays the following: (complaint at a restaurant; an invitation to a party that they cannot attend; etc.).
A.2 Give directions.	A.2.1. Give one- to two-step routine directions in sequence using imperatives.	A.2.1 Give routine directions including simple references to time, location, movement, and landmarks.	A.2.1 The learner describes a typical day including times and places where activities happen.
A.3. Retell stories.	A.3.1 Retell information from text in a logical sequence, using key words, phrases and simple sentences.	A.3.1 Retell simple stories or events about routine activities or personal experiences, using logical organization and varied vocabulary.	A.3.1 The learner shares through a story, details about a day that was exciting.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

A.4 State simple problems or situations	A.4.1 Retell information about problems or situations	A.4.1 Communicate simple information about problems and situations in their own words	<b>Workplace/Family Literacy</b> A.4.1 The learner explains how they handle problems at home or work.  A.4.1 The learner will give oral details on how they would handle a complaint about an item purchased at a store (clothes, appliances etc.)
---	---	---	---

<b>READING</b>			
<i>The learner will be able to . . .</i>			
B.1 Read the vocabulary related to the present and all previous levels.	B.1.1 Recognize ordinary vocabulary needed to check for understanding and to identify similarities and differences.	B.1.1 Read purposeful vocabulary needed to check for understanding; identify similarities and differences (issue excuses, apologies, complaints, and invitations; describe events and problems).	<b>Basic Literacy</b> B.1.1 The learner reads a passage giving an excuses and one giving an apology and identifies similarities and differences in vocabulary used.
	B.1.2 Identify key information, and important details of simple paragraph texts.	B.1.2 State the overall meaning of informational text.	B.1.2 The learner gives specific details about the task given to a store clerk after reading a listing the tasks of the clerk.
	B.1.3 Recognize frequently used words.	B.1.3 Recognize regular and irregular high frequency words (e.g. the, have, said, of).	B.1.3 The learner reads sentences containing frequently used words.

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
B.2 Recognize grammar mechanics and sentence structure that change or enhance meaning.	B.2.1 Alphabetize a series of words to the second letter.	B.2.1 Use a dictionary, accompanied by illustrations, to find the meaning or spelling of a word.	<b>Basic Literacy Skills</b> B.2.1 The learner locates words identified in a paragraph using a dictionary and determines the meaning.
	B.2.2 Identify base words that comprise compound words and contractions <i>with</i> assistance.	B.2.2 Identify base words that comprise compound words and contractions often <i>without</i> assistance.	B.2.2 The learner underlines words that are compound words and contractions in a list.
	B.2.3 Recognize the meaning of common prefixes and suffices.	B.2.3 Use basic prefixes or suffixes to determine the word meaning.	B.2.3 The learner defines words with prefixes and suffixes.
B.3 Read basic materials for information.	B.3.1 Answer factual comprehension questions using key words and short phrases.	B.3.1 Read short stories on familiar everyday topics and respond to factual comprehension questions using complete simple sentences.	B.3.1 The learner answers questions about a short story on a trip to the store using short phrases and simple sentences.
	B.3.2 Paraphrase text using key words, short phrases, and simple sentences.	B.3.2 Answer basic comprehension questions about text, using key words, phrases and simple sentences.	<b>Health Literacy</b> B.3.2 The learner gives details from an article on a health issue using key words and simple sentences.
	B.3.3 Locate detailed information in plain language texts (e.g. short news items, weather forecasts, sales promotion coupons and flyers)	B.3.3 Identify detailed information from text.	<b>Consumer Literacy</b> B.3.3 The learner answers questions from a banking brochure on types of checking accounts.
B.4 Read independently.	B.4.1 Read aloud a series of simple sentences on a relevant or familiar topic with some hesitancy and understanding.	B.4.1 Read aloud a brief passage (5-10 simple sentences) with accuracy, expression and appropriate phrasing.	B.4.1 The learner reads information on buying a car and writes down important facts and details.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

<b>WRITING</b>			
<i>The learner will be able to . . .</i>			
C.1 Write sentences that convey clear communication.	C.1.1 Write texts (with guidance) comprised of complete sentences focused on one main idea, with minimal organization.	C.1.1 Write texts comprised of sentences focused on one main idea, organized around a topic sentence.	<b>Family Literacy</b> C.1.1 The learner develops a topic sentence on "My Favorite Day" and tells steps to follow to identify specific related details.
	C.1.2 Use an illustrated dictionary to identify and verify new vocabulary with some guidance.	C.1.2. Use an illustrated dictionary independently to identify and verify new vocabulary.	C.1.2 The learner writes a short meaning for new vocabulary words using an illustrated dictionary.
	C.1.3 Write a simple personal note, personal messages, take phone messages, and fill out application forms.	C.1.3 Write a short friendly letter, note, or personal message using proper organization and formatting.	C.1.3. The learner writes a thank you note to a friend for a pretend gift with a heading, greeting, and closing and addresses and envelope.
	C.1.4 Write multi-step directions with some guidance.	C.1.4 Write multi-step directions without guidance.	C.1.4 The learner role plays answering the telephone for the college president and will take down all pertinent information and detailed directions to a meeting.
	C.1.5 Apply spelling and punctuation rules related to the grammar and mechanics of this level with assistance.	C.1.5 Apply spelling, punctuation and grammar rules and mechanics of this level with little or no assistance.	<b>Basic Literacy Skills</b> C.1.5 The learner provides missing punctuation and corrects misspelled words in a given passage.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
C.2 Use templates or basic formats in writing.	C.2.1 Use templates or basic format to organize writings.	C.2.1 Use standard formats independently to organize writings (e.g., mind map, outline).	C.2.1 The learner uses outlining strategies given and demonstrated by the teacher to outline a passage in the textbook.

# ENGLISH AS A SECOND LANGUAGE (ESL) IV

## Low Intermediate

### STANDARDS

The learner will be able to . . . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Comprehend the content of many different genres of texts independently
- C. Write short texts using basic vocabulary and common language structures related to the functions, supporting grammar and mechanics for this level and the preceding levels.

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Analyze presentations and social discourse in multiple contexts.	A.1.1 Relay basic facts from presentations with contextual support (e.g., graphic organizers, posters, and diagrams), repetition, rephrasing and clarification.	A.1.1 Rephrase presentations, identifying the purpose, main idea, key words and idiomatic expressions.	<b>Basic Literacy Skills</b> A.1.1 The learner recalls facts from a story and identifies main ideas and supporting details.
	A.1.2 Comprehend, give, and follow multiple-step instructions occasionally (four or more steps) of familiar processes or procedures.	A.1.2 Comprehend, give, and follow multiple-step instructions (four or more steps) for familiar processes or procedures.	A.1.2 The learner tells a classmate how to make a sandwich and in turn the classmate will repeat the process changing one thing about the sandwich (e.g. bread, spread, meat, and bread).



<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

A.1 Analyze presentations and social discourse in multiple contexts.	A.1.3 Contribute to group discussions by asking/answering questions, agreeing/ disagreeing with others and making comparisons.	A.1.3 Contribute to discussions by giving suggestions, describing past events and expressing intentions.	<b>Consumer Literacy</b> A.1.3 The learner expresses and opinion and discusses the reason for and against a checking account.
	A.1.4 Use phrases and simple sentences that include evidence of connected discourse such as: "and, but, first, next, then, last".	A.1.4 Use phrases and sentences, showing evidence of connected discourse such as "and, but, first, then, next, last, because, however, therefore".	<b>Family Literacy</b> A.1.4 The learner gives specific details about a recent trip to work, out of town with family members, to work, or shopping.

<b>READING</b>			
<i>The learner will be able to . . .</i>			
B.1 Read and comprehend short stories and descriptive passages.	B.1.1 Recognize ordinary vocabulary needed to ask for and give advice, describe and state intentions, possibilities and probabilities.	B.1.1 Reads purposeful and somewhat varied vocabulary needed to ask for and give advice, suggestions, permission, and reminders.	<b>Basic Literacy Skills</b> B.1.1 The learner identifies vocabulary from a word list that is used to ask permission, give advice, and indicate possibility.  B.1.1 The learner reads two passages and identifies the passage that addresses probabilities.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

B.2 Identify basic literary elements, cause & effect, and fact & opinion.	B.2.1 Identify the main ideas, key words and important details in a literary selection.	B.2.1 Identify the purpose, main ideas key words, and important details in a given text.	<b>Basic Literacy</b> B.2.1 The learner identifies the main idea and supporting details in a passage by underlining the main idea in red, supporting details in blue.
	B.2.2 Distinguish cause from effect in text.	B.2.2 Identify stated cause and effect relationships in text.	<b>Health Literacy</b> B.2.2 The learner identifies parts of statements on a medicine bottle that are causes and effects.
	B.2.3 Comprehend and follow a short set of written instructions on routine procedures.	B.2.3 Distinguish facts from opinion in persuasive text (e.g., ads, product labels).	<b>Basic Literacy</b> B.2.3 The learner identifies the facts and opinions in a selection of text from a newspaper.
	B.2.4 Identify persuasive words in text used to influence readers' opinions and actions.	B.2.4 Paraphrase main points of a story.	<b>Family Literacy</b> B.2.4 The learner determines the main points of a news story.
	B.2.5 Identify the vocabulary that supports the main points of a story.	B.2.5 Comprehend and follows a set of written multi-step instructions to perform routine procedures or answer questions.	B.2.5 The learner describes the steps or procedures for checking out a book from the library.
B.3 Locate information on a graph.	B.3.1 Identify on a graph to understand pictures, diagrams and tables.	B.3.1 Use information on a graph to understand pictures, tables, and diagrams.	<b>Basic Literacy</b> B.3.1 The learner answers questions about data in a chart in the newspaper on weather and answer questions.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

B.4 Read and know how to use reference materials such as a dictionary or thesaurus,	B. 4.1 Use picture dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms).	B.4.1 Use a standard dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.	<b>Basic Literacy</b> B.4.1 The learner writes phrases and sentences about a picture using a dictionary and thesaurus.
	B.4.2 Access and locate information through table of contents, indexes and glossaries.	B.4.2 Access and locate information through table of contents, indexes, glossaries, titles, and headings.	B.4.2 The learner locates specific information in text and answer related questions using the table of contents, index or other references.

## WRITING

<i>The learner will be able to . . .</i>			
C.1 Write simple narratives, three to four paragraphs long, in the form of: (a) narratives, (b) formal, letters, (c) summaries, (d) creative passages.	C.1.1 Write texts up to three paragraphs, with an introduction, general supporting ideas, level appropriate vocabulary and functions and variety in sentence structures.	C.1.1 Write texts up to four paragraphs, with a clear introduction, general supporting ideas, logical transitions, a conclusion and variety in sentence structures.	<b>Basic Literacy</b> C.1.1 Giving story starters, the learner writes four paragraphs with supporting details to complete the story starter.
	C.1.2. Write short, formal letters.	C.1.2 Write detailed, formal letters (e.g. letters of recommendation) using business format.	<b>Consumer Literacy</b> C.1. 2 The learner writes a letter to a credit card company asking for a lower interest rate.
	C.1.3 Demonstrate some control of complex sentence structures.	C.1.3 Demonstrate good control of complex sentence structures.	<b>Basic Literacy</b> C.1.3 The learner writes complex sentences using vocabulary words given from a selection.
	C.1.4 Apply punctuation for this level correctly, sometimes.	C.1.4 Apply punctuation for this level correctly, often.	C.1.4 The learner supplies correct /missing punctuation marks where appropriate in a selection.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
	C.1.5 Conveys information from a table, graph or chart in a coherent paragraph with some difficulty	C.1.5 Summarize and convey information from a table, graph or chart in a coherent paragraph with little difficulty.	C.1.5 Given a table showing the number of learners enrolled in class, the learner answers questions using the table.

# ENGLISH AS A SECOND LANGUAGE (ESL) V

## High Intermediate

### STANDARDS

The learner will be able to . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Read and obtain meaning from a wide range of texts
- C. Write narratives, expository writings, formal business letters and creative passages using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels.

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Paraphrase personal, social and academic discourse.	A.1.1 Paraphrase main ideas and most important details in oral discourse on personal, social, or academic topics, with some repetition and rephrasing.	A.1.1 Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics with little repetition or rephrasing.	<b>Health Literacy</b> A.1.1 The learner identifies the main idea and supporting details in passages on a health-related issue.
A.2 Comprehend detailed instructions.	A.2.1 Respond occasionally to and ask open-ended, tag and negative questions to clarify and confirm.	A.2.1 Respond frequently to and ask open-ended questions, negative and tag questions.	<b>Consumer Literacy</b> A.2.1 The learner responds appropriately to several open- ended, tag and negative questions related to a visit to the store.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

	A.2.2 Interview another learner about his or her interests, experiences and preferences and report on one significant detail.	A.2.2 Interview another learner about his or her interests, experiences and preferences and report on several significant details.	A.2.2 The learner role-plays the part of a TV reporter, interviews a classmate and then reports details of the interview.
A.3 Express complex emotions.	A.3.1 Express sympathy, empathy, gratitude and humor.	A.3.1 Express sympathy, empathy, gratitude and humor in socially and culturally appropriate ways.	A.3.1 The learner discusses the death of someone famous or something touching from the news using appropriate vocabulary (e.g. deceased, passed away).

<b>READING</b>			
<i>The learner will be able to . . .</i>			
B.1 Recognize plot, setting and characterization.	B.1.1 Describe the characters, setting and plot.	B.1.1. Identify the theme of popular newspaper and magazine articles.	<b>Family Literacy</b> B.1.1 The learner identifies the characters, main idea and supporting details in an article.
	B.1.2 Use context to determine meaning.	B.1.2 Draw conclusions as to how the story might end.	B.1.2 The learner writes an ending to a mystery passage.
B.2 Recognize theme, main ideas and figurative elements in various texts.	B.2.1 Apply knowledge of common roots occasionally along with prefixes and suffixes understand content area vocabulary.	B.2.1 Apply knowledge of common roots, prefixes and suffixes to understand content area vocabulary.	<b>Health Literacy</b> B.2.1 The learner interprets vocabulary in text on a health-related matter to identify the main idea.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

B.2 Recognize theme, main ideas and figurative elements in various texts.	B.2.2 Distinguish occasionally between the denotative and connotative meanings of words.	B.2.2 Distinguish between the denotative and connotative meanings of words in context.	<b>Basic Literacy</b> B.2.2 With the class in two competing groups, the learner gives the meaning of a word and uses the word in a sentence.
	B.2.3 Determine the meaning of figurative language.	B.2.3 Determine the meaning of figurative language, including similes, metaphors, personification and idioms.	B.2.3 The learner identifies examples of a simile, metaphor, idiom or personification from a list of figurative elements.
	B.2.4 Determine word meanings, pronunciations, syllabication, synonyms and antonyms using a dictionary.	B.2.4 Determine word meanings, spelling, pronunciations, syllabication, synonyms, and antonyms using a dictionary.	B.2.4 The learner uses a dictionary to determine the meaning, pronunciation, synonyms and antonyms of a word list.
	B.2.5 Distinguish and interpret words with multiple meanings using word clues.	B.2.5 Distinguish and interpret words with multiple meanings using sentence and paragraph clues.	B.2.5 The learner identifies words with multiple meanings from assigned readings.
	B.2.6 Identify cause and effect relationships (stated and implied) in text.	B.2.6 Summarize main ideas and essential elements of text.	B.2.6 The learner uses sentences and paragraphs clues to identify the meaning of words or phrases from assigned readings.
B.3 Read directions, manuals and instruction books.	B.3.1 Comprehend and follow a set of written multi-step instructions to perform routine and less routine procedures.	B.3.1 Use information from text to determine the sequence of activities needed to carry out a procedure.	<b>Family Literacy</b> B.3.1 The learner writes multi-step instructions (e.g. how to put on an article of clothing, how to change a light bulb, how to wash dishes).

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

B.4 Read from the Internet.	B.4.1 Access on-line print resources.	B.4.1 Identify information in on-line electronic or print resources.	B.4.1 The learner looks up information online as directed.
-----------------------------	---------------------------------------	--	--

<b>WRITING</b>			
<i>The learner will be able to . . .</i>			
C.1 Write simple texts in the form of: narratives, letters, and summaries.	C.1.1 Write texts up to three paragraphs using varied sentence structures with an introduction, supporting ideas, and level- appropriate vocabulary.	C.1.1 Write texts up to four paragraphs with varied sentence structures, a clear introduction, supporting ideas, logical transitions and conclusion.	C.1.1 The learner will be given a story starter and write three to four paragraphs with supporting details to complete the story.
	C.1.2. Write a letter to a friend.	C.1.2 Write detailed, formal business letters (e.g. letters of recommendation or to an elected official).	<b>Family Literacy</b> C. 1.2 The learner writes a business letter in support of an issue (e.g. immigration).
	C.1.3 Write a compound sentence.	C.1.3 Write a complex sentence.	C.1.3 The learner writes a paragraph containing compound and complex sentences.
	C.1.4 Recognize punctuation.	C.1.4 Use level-appropriate punctuation.	C.1.4 The learner supplies correct punctuation to a selection.
	C.1.5 Convey information from a table, graph or chart in a paragraph.	C.1.5 Summarize information from a table, graph or chart in a coherent paragraph.	C.1.5 The learner answers questions about a bus schedule.



# ENGLISH AS A SECOND LANGUAGE (ESL) VI

## Advanced

### STANDARDS

The learner will be able to . . . . .

- A. Comprehend and communicate in written and spoken English for a variety of purposes and audiences.
- B. Read and draw meaning from a wide range of authentic texts, in all styles and forms, including literature and technical text.
- C. Write varied multi-paragraph essays that may be of a specialized or technical nature to relate a sequence of events, tell a story, give “how-to” instructions or to describe a person, object scene, procedure or routine

INDICATORS <i>Knowledge and Skills</i>	SUB-INDICATORS <i>Application Skills</i>	BENCHMARKS <i>Application Skills</i>	SAMPLE ACTIVITIES <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<b>LISTENING &amp; SPEAKING</b>			
<i>The learner will be able to . . .</i>			
A.1 Understand and communicate in a variety of contexts related to daily life and work.	A.1.1 Summarize main ideas and supporting details from commonly used words and frequently used idioms.	A.1.1 Compare and contrast main ideas and supporting details from commonly used words and frequently used idioms.	<b>Family Literacy Skills</b> A.1.1 The learner discusses pros and cons of why students should wear uniforms to school.
	A.1.2 Communicate in simple discussions in familiar contexts.	A.1.2 Show ability to go beyond learned patterns and construct new sentences.	A.1.2 The learner forms questions and answers about a picture (e.g. What appears to happen? How could it have been prevented?).
	A.1.3 Follow multi-step technical instructions to carry out an unfamiliar process.	A.1.3 Give and follow multi-step technical instructions (e.g. programming a DVD player).	<b>Family Literacy</b> A.1.3 The learner describes how to use an ATM while a classmate simulates following instructions.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

A.2 Identify and use complex oral discourse and its unspoken or hidden elements.	A.2.1 Identify the emotional contents of a spoken message by using intonation, rhythm and stress.	A.2.1 Interpret the “unspoken” emotion or mood of a speaker and infer speaker’s bias, such as sarcasm or irreverence.	<b>Family Literacy</b> A.2.1 The learner role-plays a report of an accident or incident providing details.
	A.2.2 Recognize and use the different dialogue used in formal and informal situations.	A.2.2 Recognize irony, sarcasm and humor in a variety of interactions.	A.2.2 The learner role-plays making an oral complaint (e.g. utility-or telephone-company) giving reason for dissatisfaction.

<b>READING</b>			
<i>The learner will be able to . . .</i>			
B.1 Read a variety of texts and interprets print media (magazine, novel, textbooks, plays, etc.).	B.1. Read selected materials with regard to reader’s background and culture on familiar topics.	B.1.1 Interpret texts needed to comprehend descriptions and narratives from print media.	<b>Family Literacy</b> B.1.1 The learner reads and summarizes an article or book on a familiar topic.
	B.1.2 Comprehend content and vocabulary, idioms and colloquial expressions to interpret stories.	B.1.2 Comprehend a range of conceptual language to interpret printed material.	B.1.2 The learner answers questions using information from a bill, bank statement or pay stub.
	B.1.3 Use figurative language to determine the meaning of vocabulary (including similes, personification and idioms).	B.1.3 Determine the meaning of some figurative language, including similes, personification and idioms.	B.1.3 The learner reads an assigned passage of text and determines the meaning of select words.
	B.1.4 Use a dictionary to identify word meanings, pronunciation, syllabication.	B.1.4 Use a thesaurus to identify synonyms, antonyms.	<b>Basic Literacy Skills</b> B.1.4 The learner uses a dictionary to find synonyms and antonyms.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			
B.2 Read and identify central ideas and concepts.	B.2.1 Evaluate central ideas and concepts in text.	B.2.1 Draw conclusions and express own opinion about ideas in text.	<b>Basic Literacy</b> B.2.1 The learner reads a news article of interest summarizes the report and expresses an opinion of the information.
B.3 Utilize critical thinking skills.	B.3.1 Apply critical thinking skills to selected texts.	B.3.1 Compare and contrast central ideas and concepts from selected readings on a specific topic.	B. 3.1 The learner answers teacher-generated questions to interpret charts, graphs, tables and forms.
B.4 Read technical manuals and instructions.	B.4.1 Comprehend chosen technical manuals and instructions effectively.	B.4.1 Follow formal instructions for a process or procedure that requires integration or synthesis of several pieces of information.	<b>Family Literacy</b> B.4.1 The learner reads an instruction manual for a device (e.g. cell phone, TV) and rewrites the procedures in simple steps.
B.5 Scan for material on the Internet.	B.5.1 Read and comprehend materials on specific topics from the Internet.	B.5.1 Evaluate facts and other details related to selected online subjects.	<b>Consumer Literacy</b> B.5.1 The learner searches the Internet for information on credit ratings and reports findings to class.
B.6 Use context and word analysis skills to understand vocabulary.	B.6.1 Use multiple strategies to understand familiar texts.	B.6.1 Make inferences and predictions while comparing and contrasting information in both familiar and unfamiliar texts.	B.6.1 The learner reads an assigned passage; comparing and contrasting information provided to reach a conclusion and expresses an opinion.

<b>INDICATORS</b> <i>Knowledge and Skills</i>	<b>SUB-INDICATORS</b> <i>Application Skills</i>	<b>BENCHMARKS</b> <i>Application Skills</i>	<b>SAMPLE ACTIVITIES</b> <i>Basic, Consumer, Family, Health &amp; Workplace Literacy</i>
<i>The learner will be able to . . .</i>			

<b>WRITING</b>			
<i>The learner will be able to . . .</i>			
C.1 Write multi-paragraph texts.	C.1.1 Demonstrate some knowledge of essay writing by organizing and developing ideas with clear introduction, body and conclusion.	C.1.1 Edit and revise essays for errors including sentence structure, grammar and spelling.	<b>Workplace Literacy</b> C.1.1 The learner develops a letter of application for a job advertised in the local newspaper addressing the qualification requirements from the ad.
C.2 List skills and abilities in preparation for resume writing.	C.2.1 Organize and write a simple resume using the functional format (focusing on skills and achievements, rather than time and place of employment).	C.2.1 Edit and revise a resume.	C. 2.1The learner develops a list of skills and abilities in preparation for resume construction. C.2.1. Construct a rough draft of a functional resume.
C.3 Demonstrate basic understanding of writing in various settings.	C.3.1 Apply knowledge of writing to include routine emails and writing in social and work settings.	C.3.1 Write an email, letters, or essays independently in social, school and work settings.	<b>Consumer Literacy</b> C. 3.1 The learner writes an email or letter on how to rectify a consumer-related problem.

# INSTRUCTIONAL RESOURCES For ESL/Civics

## WEBSITES

[www.nwlincs.org/NWLINCSWEB/maRewrLP.htm](http://www.nwlincs.org/NWLINCSWEB/maRewrLP.htm) (Lesson Plans)

[www.cal.org/caela/esl\\_resources](http://www.cal.org/caela/esl_resources)

[www.aelweb.vcu.edu/publications/ESLkit/ESLkit\\_2002.pdf](http://www.aelweb.vcu.edu/publications/ESLkit/ESLkit_2002.pdf)

[www.eslinusa.com/teaching\\_esl\\_to\\_adult\\_learners.html](http://www.eslinusa.com/teaching_esl_to_adult_learners.html)

<http://www.lacnyc.org/resources/workshops/adultinstruction.htm> (Free Lesson Plans)

## FREE INSTRUCTIONAL MATERIALS

[www.wanntlearn.com/Academic\\_Subjects/World\\_Languages/English\\_as\\_a\\_Second\\_Language](http://www.wanntlearn.com/Academic_Subjects/World_Languages/English_as_a_Second_Language)

## COMPUTER ASSISTED INSTRUCTION

[www.english-online.org.uk/course.htm](http://www.english-online.org.uk/course.htm)